**Lesson Plan Primary Source analysis**

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:**

[RI.11-1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SL.11-1: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

W.11-1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-9: Draw evidence from informational texts to support analysis, reflection, and research.

**Learner Background:**

Slavery in America, Civil War, and Reconstruction.

**Student Learning Objective(s):** At the end of this class students will:

1. Make inferences or evidence from analyzing various source materials.
2. Partake in-group discussion and oral presentations.
3. Engage in analysis of informational texts (primary source documents) utilizing a graphic organizer. Determining who speaker is, Occasion it’s written, Audience in consideration, Purpose for the writing, Subject of the source and tone of author.
4. Prepare and produce a written analyst of two primary sources, photo and article, conveying a clear and distinct perspective of the source.
5. Construct a presentation on a Primary source.

**Assessment:**

**Formative Assesment:**

Observing individuals work in groups and/or independently on task.

Provide Scaffolding, posing questions to groups/individual and class on problems, found within source material.

Groups oral presentation / Participation in discussions.

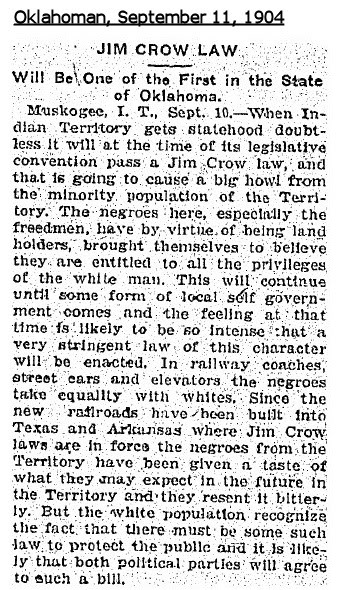
**Summative Assesment:**

SoapStone – Graphic Organizer for each source. That contains:

A Written analysis of each source, with reflective questions relating to the source

Individual Reflective writing

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Primary Source: <http://memory.loc.gov/ammem/sthtml/stpres02.html> (Slave Codes of District of Columbia)
* Letter from Grant Reynolds and A. Philip Randolph to Harry S. Truman concerning Jim crow in Military Service (https://research.archives.gov/id/201129).
* Prints and other media sources relating to Jim Crow in US history: 
* a. Other examples of Pictures (slide show): <http://all-that-is-interesting.com/20-photos-segregation-america-show-far-weve-come-much-farther-go>
* (Search Soapstone Graphic Organizer (PDF)
* Access to computer; Library of Congress for research media: <http://memory.loc.gov/ammem/browse/ListSome.php?category=African%20American%20History>

**Teaching Model/Strategy**

Teaching and modeling strategy is based on direct instruction and indirect instruction. This strategy allows for initial step by step skill demonstration in analyzing a document, and utilization of a graphic organizer. However it will initially involve group interactions, through corroborative work, sharing thoughts among students. It also involves reflective discussions and discovery, which provides students more control over their learning. The role shifts from lecturer to that of a facilitator, providing guidance and support, as needed allowing students to move independently in completing their projects.

**Learning Activities:**

INITIATION: Teacher forms class into groups. Teacher initiates the lesson by displaying both pictures (Drinking fountain, and Excerpt from newspaper on Jim Crow Law). Teacher explains that it is necessary to analyze pictures and text to gain insight behind them, and gain a deeper meaning of what they represent, and why. Teacher has each group members read to themselves the text, and write what they believe to be important about it. Also, teacher has students discern information about the photo, writing what they believe its intent is for.

MODELING: Upon students completing their note taking on the two sources. Teacher goes over their findings, and creates a series of discussion questions that leads to more observations and reflections ie.. Who do you think wrote this passage or took the photo. Ie.. What, Where, When, Why. At this point the teacher introduces SOAPSTone a graphic organizer to help in analyzing complex information and text and explains its aspects as they model its use . The teacher displays the characteristics of the graphic Organizer on the board, and going over the photo fills in each appropriate block. After filling out the Graphic Organizer for the photo the teacher repeats same process for the document. The teacher then models making a reflective question for each article. Ie.. Why were the fountains different? Was the water from the same source? What was the “Taste” that the author refers to Negro’s receiving, in the Oklahoma news clipping? For each document a reflective question should be asked, And then with the class help, constructs a written argument that highlights the aspects of each of the documents, along with the reflective question that needs further investigation. The teacher then demonstrates access to the Library of Congress site, and use of its search field, and how to narrow fields of search criteria by utilizing key words and phrases.

PRAC APP: Students In groups receive multiple copies of SOAPStone, and Utilizing the link provided, or other web sites to conduct research utilizing key words “Black Laws”, “Jim Crow”, “Segregation”. Students in groups are tasked with finding two primary source documents of their choice, one photo and one text completing analysis of it using the graphic organizer, as well as write an statement about the picture. The teacher will provide scaffolding as needed, **gradually releasing responsibility** of completing the task to groups. Upon completion of groups assessing various sources, they will present their findings to the class in an oral presentation, to include a written assessment of their findings about the article and photo, and present their group’s reflective question about the article.

**Lesson Development:**

The lesson will develop from teacher lead, to student centered by having students in groups conduct research through library of congress web site. Students will learn by being engaged in research activity, and analysis of sources, students will also conduct corroborated group discussions asking and conducting research further into analyzing primary sources.

**Closure:**

In small groups, have students reflect and write individual answers to the following questions relating to impact on using the graphic organizer.

-Which part(s) of the graphic organizer was hardest to analyze?

-How was it helpful to discerning information about the “source”? Did It provide further insight into the Social aspects of society?

-Instructor re-clarifies any points, and then summarizes its significance in students using this tool to assist in future class research projects.

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Gates, Bill | Reading support, not understanding certain vocabulary, meaning from source documents. | Provide reading partner to assist,  Use of a highlighter to mark words.  Build vocabulary list (word wall for class) |
| Reno, Janet | Student is advanced, and has great analytical skills. | provide work in small groups. |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

SOAPSTone Graphic Organizer Name/Per:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Title & Author:**

PROVIDE TEXTUAL EVIDENCE FOR EACH BOX. [RI.1] *The SOAPSTone graphic organizer is designed to help you understand and analyze complex information.*

**Tone:** The attitude of the author towards the subject of the text (inference supported by the evidence collected in the first six boxes). [RI.6]

**Other:** What else do you notice? Use your Literary Glossary to analyze diction, syntax, rhetoric, structure, etc. [RI.4,5, 9]

**Purpose:** What is the speaker’s reason for writing the the text/photo/media? [RI.6]

**Speaker:** Who is the narrator, artist and what is known about this speaker’s credentials or character? [RI.6]

**Audience:** Toward whom is the source directed? [RI.6]

**Subject:** The central topic, content, ideas. [RI.2]

**Occasion:** Where and when did this take place? [RI.3]